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ABSTRACT

This study examined parents' perspective on the effectiveness of the Detroit Public Schools kindergarten program and public school alternatives. Surveys were mailed to the homes of 3,000 families with children enrolled in a Detroit Public Schools (DPS) kindergarten program. A total of 340 surveys were completed and returned, for a return rate of 11.3 percent, representing children enrolled in 158 different schools. Three non-DPS schools were represented in responses to survey items and were included in the summary. Survey items focused on the type of program in which respondents' children were enrolled, and on parents' perception of the experience and the academic benefits. Findings indicated that most parents rated the program as excellent (45.2 percent) or good (42.5 percent). Most perceived that their children were learning at a level that they considered adequate. Reasons given for children not having enjoyed kindergarten included lack of variety in class activities, curriculum redundancy, and unreasonable homework expectations. Over 40 percent of parents strongly agreed and 24.7 percent agreed that they would consider enrolling their children in a nearby charter school for kindergarten, with a similar percentage considering they would enroll a younger child in a charter school kindergarten. Rationale for charter school enrollment consideration included more full-day programs, increased curriculum variety, and higher numbers of qualified teachers. (Appended are a table delineating the number of surveys returned by school and a data summary.) (KB)

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A Report of

The Detroit Public Schools

1999 – 2000 Kindergarten Parent Survey

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Detroit Public Schools
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TABLE OF CONTENTS

Executive Summary i

Methodology 1

Description of Survey 2

Analysis of Data 2

Conclusions and Recommendations 10

Appendix 12

A Report of
The Detroit Public Schools

1999-2000 Kindergarten Parent Survey

Executive Summary

Purpose and Description

The purpose of this survey was to ascertain the perceptions of the parents of the Detroit Public Schools kindergarten students relative to program quality and alternatives.

Survey items focused on parents' perspectives on the effectiveness of the district's current kindergarten program. Suggestions for future changes, additions and deletions were also requested. It is anticipated that parental input and active participation in program development will enhance their children's kindergarten experience and the future academic success for all Detroit Public Schools kindergarten students.

Methodology

The survey instrument was developed and distributed by the *Office of Research, Evaluation and Assessment and the Office of Early Childhood Education of the Division of Curriculum and Instruction.* Surveys were mailed, with self-addressed, postage paid, return envelopes to the homes of three thousand families with children enrolled in a Detroit Public Schools kindergarten program. Of the three thousand surveys mailed, three hundred forty were completed and returned (11.3%). The returned questionnaires represented children enrolled in 158 of the district's schools. Three non-DPS schools are represented in responses to survey items and are included in the summary. Seventy-four surveys (2.5%) were returned as "Non-Deliverable."

Survey items focused on identifying the type of program session in which respondents' children were enrolled. Parent's perceptions were sought on whether their children enjoyed the experience and whether they benefited academically.

Findings

Survey response data were collected, compiled and analyzed by the *Office of Research, Evaluation and Assessment of the Division of Curriculum and Instruction.* Key findings include:

- Most parents rated the current kindergarten program as excellent (45.2%) or good (42.5%);
- Most respondents perceived that their children were learning at a level that they considered as adequate. Over forty-seven percent (47.9%) strongly agreed. Slightly less than forty-seven percent (46.4%) agreed;
- Most parents felt that their children enjoyed their experience in kindergarten (60.2% strongly agreed and 35.6% agreed);

- Respondent reasons that were given for children having not enjoyed kindergarten included insufficient activities, redundancy in the curriculum, excessive teacher absenteeism, unreasonable homework assignments, and a lack of individualized attention given to students;
- Most parents (54.5% of respondents) stated that their work schedules included full-time employment throughout the 1999-2000 school year;
- Twenty-nine parents (8.5% of all respondents) indicated carrying from one to forty hours of coursework;
- If given the choice of enrolling their children in a near-by charter school kindergarten, most respondents indicated that they would do so (40.8% strongly agreed and 24.7% agreed);
- Percents of replies regarding enrolling a younger child in a near-by charter school kindergarten were similar to the percents attained for the previous survey item. Over forty percent (40.7%) strongly agreed and 26.7% agreed that they would enroll a younger child in a near-by non-DPS kindergarten program, and;
- Rationales provided for charter school kindergarten selection included more all day programs, increased variety in the curriculum and higher numbers of qualified teachers.

As survey results show, most parents are happy with the current kindergarten program. However, responses also indicate that many parents are looking for more, and they are selecting charter schools and other non-DPS programs as alternatives.

Respondents' reasons for choosing a non-DPS kindergarten program, that in their opinion fills the gaps, presents the district with the challenges of providing more full day programs, and increased variety in the curriculum. For the district to be competitive we must not only meet these and other challenges, but also set the standard for quality early childhood education. The public must also be informed and educated on the successes and advantages associated with the Detroit Public Schools kindergarten program.

A Report of
The Detroit Public Schools

1999-2000 Kindergarten Parent Survey

The purpose of this survey was to ascertain the perceptions of the parents of the Detroit Public Schools kindergarten students relative to program quality and alternatives.

Survey items focused on parents' perspectives on the effectiveness of the district's current kindergarten program. Suggestions for future changes, additions and deletions were also requested.

Expectantly, parental input and active participation in program development will enhance their children's kindergarten experience, and may also help to insure future academic success for all Detroit Public Schools kindergarten students.

Methodology

The survey instrument was developed and distributed by the *Office of Research, Evaluation and Assessment and the Office of Early Childhood Education of the Division of Curriculum and Instruction.* Surveys were mailed, with self-addressed, postage paid, return envelopes to the homes of three thousand families with children enrolled in a Detroit Public Schools kindergarten program. Parents were provided with instructions, a completion and return date. Of the three thousand mailed surveys, three hundred forty were completed and returned (11.3%). Three hundred twenty-five respondents (95.6%) identified the school in which their children were enrolled, representing 158 schools in the district. Three non-DPS schools are represented in responses to survey items and are included in the summary. Seventy-four surveys (2.5%) were returned as "Non-Deliverable." See Table 1. A complete list of schools and the number of surveys returned by each is included in the appendix.

Table 1

1999-2000 Kindergarten Parent Survey Distribution

Returned and Completed Surveys		Returned Surveys Non-Deliverable		Surveys Not Returned		Total	
N	Percent	N	Percent	N	Percent	N	Percent
340	11.3	74	2.5	2,586	86.2	3000	100.0

Survey items focused on identifying the type of program session in which children were enrolled. Parents' perceptions on whether their children enjoyed the experience and whether they benefited academically were also sought.

Description of the Survey Instrument

The 1999-2000 Kindergarten Parent Survey, a double-sided instrument consisting of single answer, multiple answer and open-ended response items was designed to gather information on parents' perceptions and attitudes pertaining to the effectiveness of the current kindergarten program offered by the district. Program effectiveness included cognitive development, social development, and whether their children enjoyed the experience. Other areas of concern included the convenience of program hours, suggested program changes, additions and deletions that would make Detroit Public Schools kindergarten more competitive with kindergarten programs offered by chartered schools and other non-Detroit Public Schools.

Following are the areas of interest that were solicited:

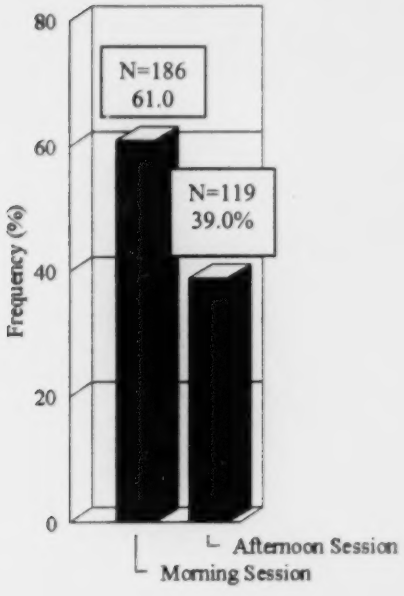
- School name in which the child was enrolled;
- The program session in which the child was enrolled;
- Overall program rating, from excellent to poor;
- Academic effectiveness;
- Whether respondents felt their child enjoyed the experience;
- Ways in which the parent felt their child could have benefited more;
- Parents' work and school schedules;
- Parents' intent to take advantage of increased full day programs, if offered;
- Reasons for considering a non-Detroit Public Schools kindergarten program, and;
- Suggestions for program improvement.

Analysis of the Data

Of the two thousand nine hundred twenty-six delivered surveys, three hundred forty (11.6%) were completed and returned for analysis. Three hundred five respondents answered the survey item that asked parents to identify the session in which their children were enrolled. One hundred eighty-six respondents (61.0%) indicated that their children were enrolled the morning session. The remaining thirty nine percent (119 replies) selected the afternoon session. See Figure 1.

Figure 1

Enrollment Sessions



When asked to give an overall rating of the kindergarten program in which their children were enrolled, respondents were presented with four choices ranging from excellent to poor. Of the 334 replies, 151 parents (45.2%) rated the current program as excellent. One hundred forty-two parents (42.5%) rated their children's program as good. Thirty-six respondents (10.8%) selected a rating of fair, and five parents (1.5%) felt that the kindergarten program in which the children were enrolled deserved a rating of poor. See Table 3.

Table 3

Parent Ratings of Current Kindergarten Programs

Rating	Number of Responses	Percent
Excellent	151	45.2
Good	142	42.5
Fair	36	10.8
Poor	5	1.5
Total	**334**	**100.0**

When asked if they thought that their child learned a lot during their kindergarten experience, one hundred sixty parents (47.9%) agreed. One hundred fifty-five parents (46.4%) strongly agreed. Fourteen parents (4.2%) disagreed. And, five parents (1.5%) strongly disagreed that their children demonstrated immense learning experiences in kindergarten. See Table 4.

Table 4

Parents' Perception of Their Children's Kindergarten Learning Experience

Survey Item		
My child(ren) is/are learning a lot in kindergarten.		
Reply	**Number of Responses**	**Percent**
Agree	160	47.9
Strongly Agree	155	46.4
Disagree	14	4.2
Strongly Disagree	5	1.5
Total	**334**	**100.0**

When parents were asked if they thought the child enjoyed their kindergarten experience, most respondents were in agreement. One hundred ninety-eight (60.2%) respondents strongly agreed. One hundred seventeen (35.3%) parents agreed. Ten (3.0%) parents disagreed. Four (1.2%) responding parents strongly disagreed. See Table 5.

Table 5

Parents' Perception of Their Children's Kindergarten Experience Enjoyment Level

Survey Item		
My child(ren) enjoy(s) kindergarten		
Reply	**Number of Responses**	**Percent**
Strongly Agree	198	60.2
Agree	117	35.6
Disagree	10	3.0
Strongly Disagree	4	1.2
Total	**329**	**100.0**

Respondents were asked to briefly give reasons why their perception of their children's level of appreciation of kindergarten was less than desirable, if applicable. A complete list of all responses to the survey item may be found in the appendix - Survey Questions and Response Analysis.

Comments included the following examples:

- I believe if it were extended with more activities, my son would have gotten even more out of it.
- She (my child) was tired of doing the same things over and over.
- My child's teacher was out sick (off and on) for at least four months. There was a different substitute teacher almost daily.
- Many children in class and a lot are behind and need special attention.
- The homework load for a kindergarten student was very heavy.
- The teacher did not spend enough individual time with the children.

Parents were then asked to select the responses that reflected their level of agreement or disagreement to statements representing major reasons why the children may not have fully benefited from their kindergarten experience. Responses reflected the following results:

- When asked about selecting a full day program, one hundred sixty-five parents (54.6%) agreed; seventy-four (24.5%) strongly agreed; forty-six (15.2%) disagreed and seventeen (5.6%) strongly disagreed that greater benefits would have been realized if the kindergarten program were a full day.
- In reference to smaller class sizes, ninety-six parents (31.7%) strongly agreed, ninety-two parents (30.4%) agreed, 90 parents (29.7%) disagreed and twenty-five parents (8.3%) strongly disagreed that fewer children in class may have resulted in larger benefits for their children in kindergarten.
- Regarding the relationship between increased parent volunteerism and enhanced learning experiences, seventy-one respondents (22.4%) strongly agreed, one hundred fifty-nine respondents (50.2%) agreed, seventy-seven respondents (24.3%) disagreed, and ten respondents (3.2%) strongly agreed that the relationship may have been positive.
- The presumption that more activities, such as field trips may have resulted in increased benefits for children in kindergarten found agreement among one hundred forty-two respondents (43.3%) and strong agreement among eighty-three respondents (25.3%). Ninety-six respondents (29.3%) disagreed and seven

respondents (2.1%) strongly disagreed that more activities such as field trips would have resulted in increased benefits in kindergarten.

- The final survey item asked if the availability of more take-home supplies and materials might have increased benefits for children in kindergarten. One hundred twenty-three parents (38.7%) both strongly agreed and agreed that additional take home materials would have made a positive difference. Sixty-nine parents (21.7%) disagreed and three parents (0.9%) strongly disagreed. The results are summarized in Table 6.

Table 6
Parents' Perception of Needed Program Improvements

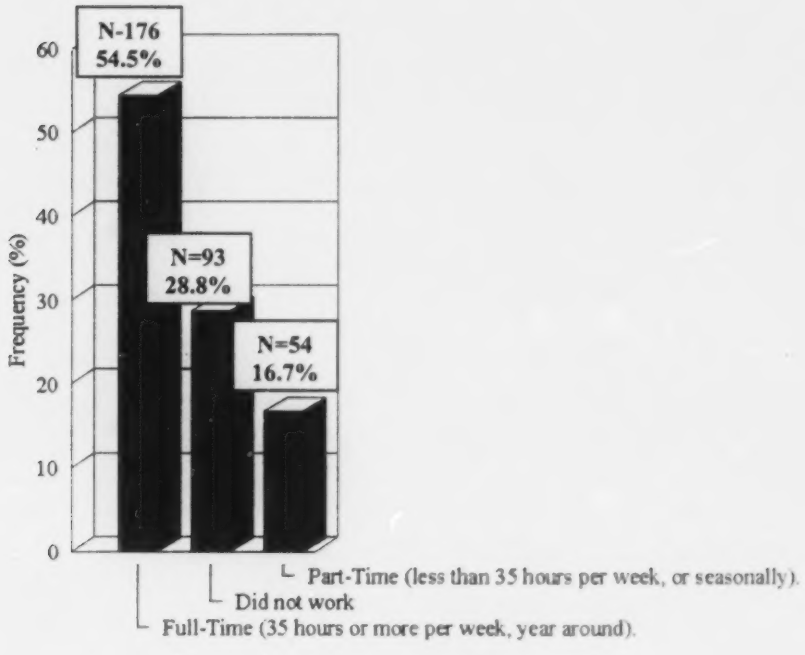
Survey Item Components	Agree		Strongly Agree		Disagree		Strongly Disagree		Total	
I feel that my child could have benefited more if...	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
Kindergarten was a full day.	74	24.5	165	54.6	46	15.2	17	5.6	**302**	**99.9***
there were fewer children in class.	92	30.4	96	31.7	90	29.7	25	8.3	**303**	**100.1***
there were more parent volunteers.	159	50.2	71	22.4	77	24.3	10	3.2	**317**	**100.1***
there were more activities for the children, like field trips.	142	43.3	83	25.3	96	29.3	7	2.1	**328**	**100.0**
there were more supplies and materials for the children to work with at home.	123	38.7	123	38.7	69	21.7	3	0.9	**318**	**100.0**

***Totals do not equal 100.0% due to rounding.**

To assess the childcare needs of parents, respondents were requested to indicate their employment status during the 1999-2000 school year. Of three hundred twenty-three replies to this item, one hundred seventy-six respondents (54.5%) indicated that they worked full-time throughout the school year. Ninety-three parents (28.8%) were unemployed. Fifty-four parents (16.7%) worked part-time or seasonally during the year. See Figure 2.

Figure 2

Parent Work Hours During the 1999-2000 School Year



Respondents were asked to give the number of academic credit hours they were currently taking. Thirty-three replies were submitted. Four respondents (1.2% of all respondents) stated that they did not take any classes. Twenty-nine parents (8.5% of all respondents) were enrolled in school. This group reported taking from 1.0 credit hour to 40.0 credit hours. The average number of credit hours indicated was 9.6. Survey item response data are presented in the appendix.

Parents were asked to respond to the survey item that addressed the option of selecting a full day regular kindergarten program for their children, if offered. Of three hundred seven replies, 282 parents (91.9%) responded positively. Twenty-five parents (8.1%) indicated that they would not select an all day program. See Table 8.

Table 7

Parents' Reaction to a Full Day Regular Kindergarten Program

Survey Item		
If an all day regular kindergarten program were offered at this school, I would enroll my child.		
Reply	Number of Responses	Percent
Yes	282	91.9
No	25	8.1
Total	**307**	**100.0**

Respondents were asked whether they would consider enrolling their child in a program offered by a near-by charter school. One hundred twenty-four respondents (40.8%) strongly agreed. Seventy-five parents (24.7%) agreed. Seventy-nine parents (26.0%) disagreed. Twenty-six respondents (8.6%) strongly disagreed. See Table 9.

Table 8

Respondents' Kindergarten Program Selection Choices

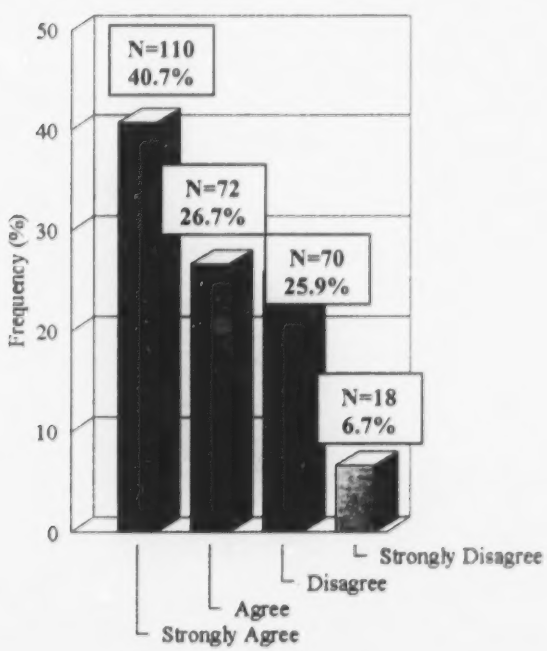
Survey Item		
If a near-by charter school were offering kindergarten, I would have enrolled my child.		
Reply	**Number of Responses**	**Percent**
Strongly Agree	124	40.8
Agree	75	24.7
Disagree	79	26.0
Strongly Disagree	26	8.6
Total	**304**	**101.1***

***The total percent is greater than 100.0 due to rounding.**

When asked to indicate their level of agreement or disagreement to whether they would enroll a younger child in a charter school's kindergarten program, the numbers and percents of replies were very similar to the responses attained for the previous item. One hundred parents (40.7%) strongly agreed. Seventy-two parents (26.7%) agreed. Seventy respondents (25.9%) indicated that they disagreed. While eighteen parents (6.7%) strongly disagreed. See Figure 3.

Figure 3

Parents' Kindergarten Program Selection For a Younger Child



Respondents were asked to briefly explain why they would consider a charter school kindergarten program over a DPS program, if they had previously indicated that choice. Replies included comments such as greater use of computers in the classroom, all day classes, more variety in the curriculum, higher qualified teachers, and specialty areas, such as languages. A complete listing of comments may be found in the appendix.

Conclusions and Recommendations

The parents' responses to the Kindergarten Parent Survey provided a valuable overview of type of kindergarten program parents are expecting and seeking for their children. The survey also provided an assessment of the district's program according to respondents' opinions. Anonymity of responses enabled parents to provide honest and candid responses without fear of retribution.

Survey results revealed the following:

- Most parents rated the current kindergarten program as excellent (45.2%) or good (42.5%);
- Most respondents perceived that their children were learning at a level that they considered as adequate. Over forty-seven percent (47.9%) strongly agreed. Slightly less than forty-seven percent (46.4%) agreed.
- Most parents felt that their children enjoyed their experience in kindergarten (60.2% strongly agreed and 35.6% agreed).
- Respondent reasons that were given for children having not enjoyed kindergarten included insufficient activities, redundancy in the curriculum, excessive teacher absenteeism, unreasonable homework assignments, and a lack of individualized attention given to students.
- Most parents (54.5%) shared that their work schedules included full-time employment throughout the 1999-2000 school year;
- Twenty-nine parents (8.5% of all respondents) reported taking from 1.0 to 40.0 credit hours;
- In light of reported parent schedules, the percent of responses to whether parents would take advantage of full day kindergarten was of little surprise. Over ninety-one percent (91.9%) indicated that they would enroll their child in a full day program, if offered.
- If given the choice of enrolling their children in a near-by charter school kindergarten, most respondents indicated that they would do so (40.8% strongly agreed and 24.7% agreed);
- Percents of replies regarding enrolling a younger child in a near-by charter school kindergarten were similar to the percents attained for the previous survey item. Over forty percent (40.7%) strongly agreed and 26.7% agreed that they would enroll a younger child in a near-by non-DPS kindergarten program.

- Rationales provided for charter school kindergarten selection included more all day programs, increased variety in the curriculum and higher numbers of qualified teachers.

As survey results show, most parents are happy with the current kindergarten program. However, responses also indicate that many parents are looking for more, and they are considering selecting charter schools and other non-DPS programs as alternatives.

Respondents' reasons for choosing a non-DPS kindergarten program that, in their opinion fills the gaps, presents the district with the challenges of providing more full day programs and increased variety in the curriculum. To be competitive, the district must not only meet these and other challenges, but also set the standard for quality early childhood education. The public must also be informed of the successes and advantages associated with the Detroit Public Schools kindergarten program.

Appendix

- **Number of Surveys Returned Per School**
- **1999-2000 Kindergarten Parent Survey – Questions and Responses**

Number of Surveys Returned

Per School

Number of Returned Surveys	School Name
7	Mason
6	Bates Academy
5	Carleton
5	Crary
5	Hanstein
5	Holmes, O.W.
5	Logan
5	Maya Angelou
5	Pulaski
4	Bagley
4	Bow
4	Edison
4	Hubert
4	Macomb
4	Marshall, T.
4	Robeson
4	Stellwagen
3	Boynton
3	Brewer
3	Burt
3	Campbell
3	Clark
3	Cooke
3	Cooper
3	Courtis
3	Courville
3	Davison
3	Fleming

Number of Returned Surveys	School Name
3	Ford
3	Gardner
	Guyton
3	Harding
3	Harms
3	Healy Academy
3	Henderson
3	Howe
3	Jamieson
3	Parker
3	Parkman
3	Pasteur
3	Richard, G.
3	Poe Developmental
3	Spain
3	Von Steuben
3	White
2	Academia De Las Americas
2	Bennett
2	Berry
2	Biddle
2	Blackwell Institute
2	Bunche
2	Burbank
2	Butzel
2	Carstens
2	Carver
2	Chandler
2	Dossin
2	Duffield
2	Durfee
2	Edmonson
2	Elmdale Conservatory
2	Ferry

Number of Returned Surveys	School Name
2	Glazer
2	Greenfield Park
2	Hamilton
2	Hampton
2	Higgins
2	Holcomb
2	Holmes, A. L.
2	Houghten
2	Hutchinson
2	Jordan
2	Keidan
2	Keith
2	Kosciusko
2	Law
2	MAAT
2	MacCulloch
2	Maybury
2	McColl
2	Medicine Bear
2	Richards, F.
2	Sampson
2	Schultze
2	Stark
2	Van Zile
2	Vernor
2	Wayne
2	Webster
2	Young
1	Academy of Fine Arts
1	Area E Academy
1	Arts in Academic Academy
1	Atkinson
1	B & E Child Care Center*
1	Beard

Number of Returned Surveys	School Name
1	Biddle
1	Birney
1	Blackwell
1	Burton International
1	Carlton
1	Carsten
1	Chrysler
1	Clinton
1	Coleman Young
1	Columbian Primary
1	Coolidge
1	Detroit Open
1	Dewey Center
1	Dexter
1	Emerson
1	Fine & Performing Art Acad
1	Fitzgerald
1	Fox
1	Gompers
1	Goodale
1	Grayling
1	Greenfield Union
1	Hanneman
1	Hosmer
1	Jameson
1	Jemison
1	Jones
1	Joyce
1	King
1	Krolik
1	Lynch
1	MacDowell
1	Malcolm X Academy
1	Mann

Number of Returned Surveys	School Name
1	Marquette
1	Marsh
	McDowell
1	McFarlane
1	McGregor
1	McKenny
1	McMillan
1	Monnier
1	Neinas
1	Newberry
1	Newton
1	Noble
1	Oakman
1	Owen
1	Priest
1	Sanders
1	Sherrard
1	Sherrill
1	St. Thomas Lutheran*
1	Stephens
1	Thirkell
1	Trix
1	Turner Academy
1	Vandenberg
1	Vetal
1	Washington Academy
1	Webber
1	Wilkins
1	Woodward
1	YMCA Learning Academy*
Totals: 325 replies; 161 schools	

*** Non-DPS Kindergarten Programs.**

Detroit Public Schools
1999-2000 Kindergarten Parent Survey
Questions and Response Analysis
(Parent Comments are included)

Total Returned Surveys - 340

My child attends the:

61.0%; 186 Morning Session	39.0%; 119 Afternoon Session

Replies 305; Forms 340

How would you rate the kindergarten program at this school?

45.2%; 151 Excellent	10.8%; 36 Fair
42.5%; 142 Good	1.5%; 5 Poor

Replies 334; Forms 340

My child(ren) is/are learning a lot in kindergarten.

46.4%; 155 Strongly Agree	4.2%; 14 Disagree
47.9%; 160 Agree	1.5%; 5 Strongly Disagree

Replies 334; Forms 340

My child(ren) enjoy(s) kindergarten.

60.2%; 198 Strongly Agree	3.0%; 10 Disagree
35.6%; 117 Agree	1.2%; 4 Strongly Disagree

Replies 329; Forms 340

If you feel that your child(ren) did not enjoy kindergarten as much as you would have liked, please briefly explain.

- My kids enjoyed kindergarten very much.
- Mrs. Comer-White made her children feel loved.
- The Kindergarten class was a great experience, but I believe if it were extended w/more activities, my son would've gotten even more out of it.
- For one the teacher is not ever a happy person. I know I was on trips and how can a child be encouraged by such a down teacher.

- My child enjoy kindergarten. Her teacher Ms. Moy was the best. She's very patient with the students.
- I think it would have been better for her if she attended all day session.
- She was tired of doing the same thing over and over. She learned her colors when she was 2. She didn't need to practice colors and counting all year.
- My child's teacher was out sick off and on for at least 4 months. Different sub almost daily.
- The children at Maya Angelou seemed to be rambunctious and discourteous although my child did not make a few friends.
- I feel he was being pushed to fast, but I also feel that helped him to try harder.
- He didn't want to complete his homework assignments. A strong display of frustration was constantly shown.
- Mainly because of so many children in class and a lot are behind and need special attention.
- I do believe that the teaching of K' could have been harder.
- The homework load for a kindergarten student was very heavy. I believe that my child could have used less paper work to do at home.
- No complaints.
- My child really enjoyed kindergarten.
- Complained that the teacher "fussed too much". I witnessed a frustration level the teacher had with the children.
- My child caught on at a slower rate and felt like everyone was angry at him.
- My child enjoyed Kindergarten, but because he didn't have one shot that was up to date, they put him out.
- When my baby boy go then I will let you know. Keep up the good work.
- One on one with students.
- She enjoys the children and the teacher.
- She teaches well, but doesn't listen to the children. My child has bladder problems, she tries to ask to be excused but the teacher will not listen until it's too late. The teacher taught and also listened and my daughter didn't feel so good because she never goes on trips with preschool but grades 1-5 went on many trips. They went on one trip for the whole year and my daughter always ask why her brother goes on more trips. This specifically doesn't allow parent volunteers in the classroom unless to a party. But every week I'm at the school in my sons classroom.
- Yes she did.
- Teacher constantly hollers and seems more annoyed with her job. She needs to be more involved.
- She went to school for only 2 1/2 hours. She felt it wasn't long enough.
- Teacher! He did not like the teacher; she screams too much.
- I spend a lot of time teaching my child myself at home.
- My child did not attend kindergarten or school.
- Not enough homework, Davison only requires daily reading.
- They could have been in class all day to review more.
- My child was bored, she already knew the things that was being taught. The teacher didn't want to do anything about it. If the teacher would have given her 1st grade work or moved her to 1st grade after being tested first.
- He feels he did not learn to read.

- At the beginning, his teacher missed a lot of days. Because of this initial instability, I feel that my child didn't enjoy kindergarten as much as he could have.
- My child would enjoy work assignments at home, sometimes.
- Not enough time in school.
- He needed to be tested for Special Ed.
- My child was above average and was not allowed to go to 1st grade because of his age. He was kept in kindergarten wasting his time and skills.
- No breakfast served. Too much homework (4 sheets per day)
- His emotional problems interfered.
- He wanted a full day of school.
- They needed more activities outside the school. More money is needed for DPS.
- The teacher didn't spend enough individual time with the children.
- She did not learn anything in class, but how to play and eat snacks. She likes kindergarten only because she gets to play with her friends everyday.
- Her teacher yells at the kids and I witnessed the teacher putting her hands on the kids.
- There was very little computer usage (2) no instruments for music time (3) the half-day program was not long enough to complete everything that was to taught.
- Most lessons taught early in the school year my child already knew. All homework was the same from lesson to lesson.
- Because of things she already knows.
- Yes, she did like her teacher.
- My child is already exceptional. The experience just helped her develop mentally.
- He enjoyed it.
- She wanted to learn computer usage.
- My child loves to learn on computers and try to speak different languages. Loves to play basketball.
- I feel they should introduce more phonics to prepare my child for reading.
- At first I felt she was somewhat shy because she came from another location.
- 332323
- Because he wants to stay with me all the time.
- Her regular teacher was absent most of the time, and their subs were not nice.
- Andrew says he reads too much. But when he was out he missed school and was ready to go.
- My son is very outgoing and expected to make friendships with other children. I feel that teachers should do more to assist in children getting along.
- No snacks provided.
- My child has Bipolar and attention deficit disorders. I'd like to be more informed about his disorders and would benefit him directly.
- Paul Robeson first grade needs to improve, you only have one first grade teacher. She is doing a wonderful job.
- Teacher was very pushy and as our first speech is English she didn't speak it very well.
- My child enjoys Kindergarten.

I feel that my child could have benefited more if:

Kindergarten were a full day.

54.6%;	165 Strongly Agree	15.2%;	46 Disagree
24.5%;	74 Agree	5.6%;	17 Strongly Disagree

Replies 302; Forms 340

There were fewer children in the class.

31.7%;	96 Strongly Agree	29.7%;	90 Disagree
30.4%;	92 Agree	8.3%;	25 Strongly Disagree

Replies 303; Forms 340

There were more parent classroom volunteers.

22.4%;	71 Strongly Agree	24.3%;	77 Disagree
50.2%;	159 Agree	3.2%;	10 Strongly Disagree

Replies 317; Forms 340

There were more activities for the children, like field trips.

25.3%;	83 Strongly Agree	29.3%;	96 Disagree
43.3%;	142 Agree	2.1%;	7 Strongly Disagree

Replies 328; Forms 340

There were more supplies and materials for the children to work with at home.

38.7%;	123 Strongly Agree	21.7%;	69 Disagree
38.7%;	123 Agree	0.9%;	3 Strongly Disagree

Replies 318; Forms 340

If you were employed during the past year, or if you are currently employed, please check the appropriate box.

54.5%;	176	Full-Time (35 hours or more per week, year around).
28.8%;	93	Did not work
16.7%;	54	Part-Time (less than 35 hours per week, or seasonally).

Replies 323; Forms 340

If you are enrolled in school, indicate the number of credit hours you are currently taking.

18.2%;	6 12	9.1%;	3 No	6.1%;	2 Full time
18.2%;	6 6	6.1%;	2 10	24.2%;	8 Other
12.1%;	4 4	6.1%;	2 16		

Replies 33; Forms 340

- 12-15
- 6 1/2
- 1
- 40
- 35
- 5
- 7
- 0

If an all day regular kindergarten program were offered at this school, I would enroll my child.

91.9%; 282	Yes	8.1%; 25	No

Replies 307; Forms 340

If a near-by charter school were offering kindergarten:

I would have enrolled my child.

40.8%; 124	Strongly Agree	26.0%; 79	Disagree
24.7%; 75	Agree	8.6%; 26	Strongly Disagree

Replies 304; Forms 340

I will enroll my younger child(ren)

40.7%; 110	Strongly Agree	25.9%; 70	Disagree
26.7%; 72	Agree	6.7%; 18	Strongly Disagree

Replies 270; Forms 340

If you have selected or will select a charter school's kindergarten program for your child(ren), please briefly list the reason(s) for your selection.

- If I was to choose and the reason would be for her to learn to use the computer.
- I don't have anymore small children.
- Bow is a good school that needs school supplies and more activities and younger teachers.
- All day classes w/naptime included.
- I feel they learn a little more, a variety of things.

- Smaller classroom/Better discipline environment.
- Smaller class size, more structure and advancement.
- Decision not made yet.
- Advanced learning - teachers seem more qualified.
- My son is no longer in kindergarten, but my reason they have a full day of school and a lot of advancement then public school.
- They offer more, such as computer training and foreign languages, free transportation.
- More computers/smaller class size/higher moral teachings.
- Better learning ability.
- I feel the classes are much smaller resulting in more individual (teacher to student) sessions.
- Smaller class size - Team work learning - More one-on-one.
- I feel that it is really concerned with teaching the child and more things are learned that I didn't see in DPS.
- Smaller classes - Teacher has more one on one with the children.
- I've compared the learning levels and educational interest among charter vs. public; charter schools exceed tremendously.
- Smaller class size, school of choice is always.
- Better education.
- I believe my child would benefit from a charter school.
- My child attends Malcolm X Academy and the program is excellent. I will put my other child there.
- Anything convenient and close to home.
- During the time I had decided to put my children in a charter school was more so due to them offering latch-key.
- The charter school's focus on the academic portion of the curriculum.
- I would not transfer my children because all the children attended Durfee MS and I love it.
- Offer more things to learn.
- Better education.
- I feel there is more teacher/student interaction. Also mandatory parental involvement.
- Yes, I would because they get more time to work with the child in same classroom.
- Work closely with students, work with students to improve their reading skills, math and writing.
- Most charter schools offer a full day of kindergarten.
- I don't have no more kids to enroll.
- Charter schools specialize in specific areas, language.
- Better schools, better teachers.
- 3
- If they had an all day class.
- Full day program Second language Smaller class size
- Teacher
- Not sure depends on what is offered, such as language arts, music if offered I would enrolled my child.
- An improvement in all subjects such as computers for each student; reading and tutors.
- I feel like they would teach them day.
- I wouldn't enroll my children in charter schools because they will get behind in their English...

- Charter schools is more one on one for more children.
- No, somehow DPS curriculum it's better and teachers know how to teach better too.
- Better education; smaller class size; more individual attention per student; more homework.
- I would like all my kids together.
- More homework and more children songs and fairy tales.
- Working parents
- Because I think that my child would have been better prepared for the 1st grade.
- My 4 year old will go to preschool at Grayling but will go to Edison in Ferndale for Kindergarten and for second grade.
- Charter school tend to have less student space therefore, the child will receive more attention.
- I may but it strongly depends, because I feel you can get a good education at any school if you have dedicated teachers working there.
- Full day
- Learn more will be able to focus more by having more time.
- Full day kindergarten program and smaller class size. Also parent and childs focus is education.
- Because their academic program is better and they really teach the children. Beyond the regular kindergarten curriculum.
- Full day sessions.
- The children can't read; they needed to know how to read some words.
- This is his new school - he will be going in August. They need all kindergarten at all schools. Let's get it in all public schools. These kids need it.
- Unknown
- Because Hamilton is not helping the kids learn how to read.
- Pulaski. Teachers are very involved.
- I went to public school and I want to experience education from a charter school.
- For longer school if I considered charter school.
- Smaller classroom sizes, more curriculum, higher standards, uniforms and latch key.
- I think they offer better programs and children are giving more attention.
- The children will learn more about the business world and the teacher will work more with each child separately and they will benefit more.
- Because of this, they don't care about the kids learning.
- Yelling at the kids and putting her hands on my child.
- Because some kids do not learn or get the attention that my son gets because he was willing to learn; very smart and well educated.
- Full day kindergarten Smaller class sizes
- I choose not to answer questions about charter schools because I have no knowledge of charter schools.
- Detroit Edison
- They teach better and they cared about the child's education.
- Some of the charter schools we have looked at offer many innovative fun learning activities.
- Because other kids attended charter school.
- Because the classes are smaller.
- I suppose because of a more personal teacher child relationship. Uniforms.

- I would improve more field trips at a earlier date so they can learn more outside.
- Better and more school programs and activities.
- Learning computers and different languages, better reading programs as well as others.
- Because I feel there would be one-on-one teaching. There are fewer children in the classrooms.
- Woodward Academy
- There would be fewer students, longer hours and more discipline for our students.
- Selecting academy 1/2 day because school is an excellent school and my children will both attend.
- No, my little one alone on the bus, no way. Because my youngest grandson just passed to 1st grade.
- More attention to each student individually--More positive atmosphere.
- My daughter is in the 1st grade.
- My child started from Pre-Headstart at Edmonson, kept her there.
- Strong recommendations from professionals and other parents. Opportunities for my child to gain exposure to education.
- They are better prepared for school. Three other DPS are a step behind the charter schools.
- No, I selected Cooper when it is time to go. He is only 3 years old.
- I never heard of school that does not have a graduation for Kindergarten.
- Prior to my children attending Healy Academy I probably would have. However, since their enrollment at this school I have had second thoughts. The teachers and staff appear to really care about the growth and success of their students. I really like the program and the way the school is run by Mrs. Franklin.
- It seems to have more of an adult atmosphere and the different educational activities such as music and Spanish.
- Only because I have 4 other grandchildren and 3 of them attend Burt. Some children are extremely bad and it can spoil useful habits if forced to be in their classroom.